

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVII.

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No. 8.

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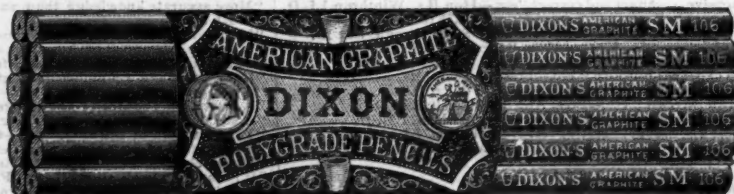
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No. 8.

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AS TO the old "a-b-c" device for teaching reading, it is now generally conceded that it is a mistake to begin by teaching the complete alphabet. It does not teach to read, since the names of the letters furnish only a slight clew to the sounds of a given word. It is plain, for example, that bee-are-oh-you-jee-aitch-tee affords the child but meagre aid in making out the mystery of the word "brought."

THE estimated available public school fund for the ensuing school year in Texas is \$1,947,000, and the school population is 407,689. This fund is sufficient to maintain schools for six months, exclusive of local aid.



St. Louis, August 7th, 1884.

J. B. MERWIN Managing Editor.
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"THE Cause" of Education has had an awful "spell" up at Madison, Wis. Six thousand "Dr's." sitting on it and it still lives!

THE taxable wealth of Missouri increased over sixty-five millions of money last year. This will give us a large increase of available funds for school purposes—for the increase of wages for our teachers, and other necessary expenditures. Let us make liberal estimates to run the schools nine months, and to pay teachers monthly all through the State, as they are paid in St. Louis, Kansas City, St. Jo and other places. This can and ought to be done in all the country districts, not only in this, but in all the other States.

OUR special correspondents and business manager overloaded us with accounts of the proceedings of the National Educational Association at Madison. It was a huge success, so far as numbers were concerned, but the accounts, though full, vary considerably. We shall sort out and publish some of the best things said. They will keep over a few days, if it is warm weather.

DR. BICKNELL had travelled so fast and so far and "spent hundreds of dollars of his own money to secure \$50,000,000 to aid St. Louis in giving her teachers a living salary" that we regret that his application for \$500 as compensation would not be entertained by the managers of the finances at Madison.

THE St. Louis school board recently contracted for its year supply of fuel and bought 175,000 bushels of soft coal for \$10,395; 265 tons of hard coal for \$1,842, and 150 cords of kindling wood for \$412.50. Total, \$12,649.50.

THE Missouri Teachers' Association, at their recent meeting at Sweet Springs, resolved to petition the Legislature to pass a law authorizing election of county superintendents to supervise the public schools, and annex to course of study, instruction to show the influence of intoxicants, narcotics, bad air and bad habits on the human system.

PROF. PARSONS, the efficient superintendent of the schools at California, has been elected superintendent of a city of 6,000 inhabitants, with five schools, sixteen teachers and a salary of \$1,500. We congratulate the Professor and wish him a continued success in his enthusiastic work.

JUST as well expect a plowman to turn over his three acres of fertile soil in a day with a spade, as to expect a teacher to toil successfully in the school room, with his pupils, without the aid of blackboards, maps, charts, globes, &c., to facilitate and to expedite his labors. When these indispensable auxiliaries shall have been provided our teachers then, and not until then, may they be expected to teach successfully.

WHAT we need to-day is, more intelligence among the masses of the people, more industry, more economy and more integrity—just those elements which our schools are now doing so much to create and establish by their careful training. The man who undertakes to limit or cripple this work is an enemy—beware of him.

THE following teachers, as assistants, have been elected at California, Mo.: Miss De Fray, Miss Tracy and Miss Sallie Johnson. The colored school is fortunate in securing Mr. Rutledge, formerly of Fulton, while Mr. Wilson, of California, goes to Fulton.

De Kalb county is to have Prof. Parsons to conduct an Institute in August.

Prof. O. C. Hill, of Oregon, Mo., goes to Hiawatha, Kas., in September. Meantime will speak for Blaine and Logan between spells.

"MIGWOUT?" "Mi getter rink?" are not Latin sentences, but are a species of expressions brought into the school room from the homes of the pupils; and both parents and teachers should help correct this. Parents should take as much care in teaching a child to talk, as they do in training the little chubby feet to carry the body from place to place.

THE Pulaski county teachers are grading up better this year than ever before. They are adding to their professional libraries and taking and reading educational journals and periodicals.

THE county common schools of Ray county, Mo., will inaugurate a normal institute at Richmond, July 7th. Prof. Turner, of Richmond college, Prof. Long, Bay and others will assist.

BE CAREFUL.

OUR young teachers in all the states will do well to carefully study the question of a good long recess and its necessities, as stated by Dr. Wm. T. Harris, in his able essay on this subject, read before the department of superintendents at Washington last winter.

Dr. Harris says: "Abolish recess and within a few years the medical profession would trace to their source in the school-room many disorders in the functions of the glandular system. The reaction produced against this ill-considered reform in recesses would be swept away in a hurricane of popular indignation. But we are told that the physical requirements are well looked after in this proposed reform.

"The periodicity in the functions of the secretory glands is to be provided for by a general regulation allowing the pupils to leave the room whenever they wish to. This the advocates of the abolition of recess concede to be necessary. Here comes the difficulty. In practise, the teacher finds more evil to result from this indiscriminate permission to go out during the school-time than from all other sources combined. Every teacher of experience will support my testimony on this point with his own. It is a constant temptation to the frivolous pupil and demoralizing to a high degree. He will find it convenient to leave the room whenever he wishes to avoid a recitation or any unpleasant duty. But we are told that this evil need not be tolerated; the children need not be allowed to go out indiscriminately. If, however, the teacher is to be constantly interrupted in the course of other work, with the problem of deciding what cases are necessitous and what ones are not, then all other work will suffer, and even yet many serious mistakes occur. The least impatience at interruption will have the effect of a general restriction. A cross word in response to the child's request, deters him from asking again on another occasion, and he prefers self-denial. The restrictions placed on free going out, adopted to prevent the abuse of the privilege by the roguish or vicious, result in holding back the timid, modest, retiring pupils who are eagerly intent on winning the teacher's good will. Such will suffer excruciating torment rather than draw attention to themselves by leaving the room,

or by asking permission to do so. Even a look of inquiry from the teacher is too much for such pupils to bear. Hence, not knowing the serious evils resulting, the most exemplary pupils will lay a foundation for the life-long physical weaknesses already hinted at."

PROGRESS.

WE are under special obligations to our friends in the Missouri State Teachers Association for the generous and full recognition of the important service this journal has rendered the cause of education in this State, by the adoption of the following resolutions:

Resolved, That this Association notes with pleasure the improved and improving condition of public education, and public sentiment with reference to the state system of schools. That this progress is evidenced in the following way:

First, Better methods are being adopted, better teachers are being employed, and more thorough teaching is being done in a large number of district or country schools in all sections of the state.

Second, In the introduction of a system of grading the schools in many villages and towns, and the improvement of graded schools.

Third, In the more sightly, convenient and commodious school houses being erected, and in the promptness and cheerfulness with which the people vote an increase of tax-levy for building purposes and for extending school terms.

Fourth, In the increasing number of normal institutes organized, and in the respectable number of teachers attending them.

Fifth, In the friendly attitude of the legislature, and especially in the liberality displayed by the 33d General Assembly in adding \$200,000 to the state school fund and in its other appropriations for schools.

OVER-EDUCATING.

ARE we doing this? Is there any immediate danger that we shall do this? What are the facts in the case? How long do the children in your district attend school?

If they never miss a day from six years of age to sixteen, it would seem, at first glance, as if they were in school ten years.

Are they?

Suppose your school continues 9 months, 5 days to the week, and 20 days to the month, that would make 180 days in one year, and 1800 days in ten years.

The fact is, the children spend less than six hours a day in school, this reduces the time to only one-fourth of 1800 days, which is 450 days of actual time in school instead of ten years.

Do all the children attend school every day?

No.

So many are absent from various causes, that reliable statistics show only an average attendance of 68 out of every 100 actually enrolled.

This cuts it down again, and leaves only 283 days of school life for the average pupil who attends school until sixteen years of age.

Into this 283 days we crowd reading, spelling, writing, geography arithmetic and other studies.

How much time can be devoted to each of these?

If five studies are pursued, each branch must be limited to less than two months actual time.

Can these fundamental branches, upon which success in life depends, be thoroughly mastered within this time?

Are we over-educating? We rather think not.

Ought not the schools to be in session nine months at least at some time during the year?

Ought we not to have more competent teachers, while the schools are in session?

We can secure these desirable results—only by making more liberal appropriations to sustain schools—to pay our teachers better wages, and to pay them every month as other county and State officers are paid.

We hope this will be done without further delay.

THE wheat crop of Missouri and Kansas, which has been harvested with the most favorable weather, is probably the largest ever grown. The corn crop, next in order, is now threatening to exceed the prolific wheat yield—all of which will give us plenty of money for school purposes for lengthening the school term and for increasing the wages of our teachers.

DR. MAYO says, in Dr. Bicknell's paper, that the meeting of the National Educational Association at Madison "was the only similar meeting we ever attended in which the chronic antagonisms between the different departments of our American system of instruction were buried out of sight in a mighty flood of appreciative good feeling and a generous breadth of mutual understanding. Every kind of school at work in the republic was represented,—even to the Catholic parochial and collegiate,—through its most accomplished advocate, Monseigneur Capel."

PLAIN Amos M. Kellogg, editor of

the New York School Journal, says, page 52, No. 4:

"Efforts to prevent Col. Parker from getting a hearing were persistently made. He was to speak before the Froebel Institute (no part of the N. E. A.) but the time and the place were not announced. No one at any of the sessions was listened to with such close attention as Col. Parker. He was evidently the lion of the assemblage, although the N. E. A. would not give him a place. On Friday he was expected to discuss 'Elementary Education,' but Dr. Bicknell put — on the platform to fill the time, and again headed the Colonel off."

A LESSON.

OUR teachers will do well to look over carefully the facts and figures given below. We did not care to go into these particulars in our advocacy of the "Blair Bill," but we are glad the editor of the *Educational Courier* has done this. If our teachers see that they have missed a great opportunity to set themselves forward and upward, it will not be the first time a mistake has been made, and the ground lost may possibly yet be regained by prompt and united action.

We secured for every teacher in Missouri an average increase of wages amounting to \$19.62. We could easily, you see, have more than doubled this amount, not only for the teachers of Missouri, but for those of Kentucky, Arkansas, Texas, Tennessee, Mississippi and other States, if they had taken hold and helped themselves by ALL uniting and signing and sending petitions to Congress to pass the "Blair bill."

Here are the figures of the increase, which would have followed in KENTUCKY if the "Blair Bill" had passed. We did not care to go into these details, but the editor of the *Courant* gives the following interesting figures. They are instructive. Representative Willis, of Kentucky, was one of the most able advocates of this measure. How many names of the seven thousand teachers in Kentucky are on petitions in Washington for the passage of this bill?

How many? Let us see what increase of wages they would have secured if this bill had passed. The editor of the *Courant* says

"We estimate that the proportion of Kentucky, each year, would be, approximately, \$450,000. This would add enough to our school fund to increase the per caput eighty cents. This would increase the wages of every

teacher in a district of sixty pupil children, forty-eight dollars; in a district of eighty children, sixty-four dollars; and in a district of one hundred children, eighty dollars. With the increase of school fund and per caput which we have shown will result from the operations of our new school law, this congressional aid granted, would justify an immediate extension of the school terms to four and six months, instead of three and five months, as now. In districts of eighty-five pupil children, where the teacher now gets twenty four dollars a month, for five months, he would then get thirty-six dollars per month, for six months. It would distribute in aid of the schools \$1,600 additional State fund, in every county with two thousand pupil children; \$2,400 in every county of three thousand children; \$3,200 in each with four thousand children; \$4,000 with five thousand children, and \$4,800 with six thousand. Who can estimate the benefits of such an infusion of new life-blood into the school system? Who can picture the new animus and impetus that would carry educational blessings to every home and hamlet in the land? The mists and miasms of illiteracy which sickens us now would be but shadowy vapors drifting and melting before the early dawn of a new era which even the middle-aged would live to welcome.

The people of Kentucky—of the South—ask their representatives in Congress for bread. Will they give them a stone?

MANUAL TRAINING.

THE Manual Training School of Washington University, St. Louis, had an exhibition of advance mechanical work, and the principal apparatus shown was an electric motor, valve motion of locomotive, and smoke consuming chimney. Seven teachers and thirty-four students of this school visited Chicago and vicinity last month to look at Pullman and the Chicago Training school. They were tendered the courtesies of the Vandalia and Illinois Central Through line.

Prof. Goldwin Smith, recently in referring to practical education, said: "When once a youth has received a practical education, the sooner he enters some honest calling by which he can make his bread and enable himself to marry and maintain a family, the greater probability his chances of usefulness, virtue and happiness will be. His calling,

itself, if it is above mere routine, sharpens his faculties as well as mathematics; domestic affection refines his feelings as much as poets; and his character is elevated by honorable industry and the sense of self-support. The highly-trained intellect, when it brings itself to apply to business details, shows superiority and rapidity and method."

The London *Times* recently stated: "Americans are far ahead of us in institutions for giving their sons and daughters that practical training which fits them for industrial pursuits."

In Kansas, teachers' associations are requesting school officials to enclose school grounds, so that teachers may instruct pupils about setting out trees.

INGRATITUDE.

MR. AMOS M. KELLOGG, the clear-headed, able and not very wicked editor of the *School Journal*, New York, says:

"The chief manager of the National Educational Association arranged for the due exhibiting of speeches and papers, but overlooked many other things quite as essential. But let credit be given to him, for he must have labored hard, and with no reward except his expenses, and the consciousness of having got up a bigger meeting than is known in the history of the association. The application for \$500, as compensation to Mr. Bicknell, would not be entertained by the managers of the finances. As it is, over \$3,000 will remain in the treasury—a good thing, for money has been needed.

We regret to hear that this application for \$500 as compensation to Mr. Bicknell would not be entertained, as he ought to have it. He complained some time since that he had spent *hundreds of dollars* of his own money and weeks of time to secure "\$50,000-000 to aid St. Louis in giving her teachers a living salary." The teachers of St. Louis must feel keenly this ingratitude to Dr. Bicknell after all these efforts and expenditures in their behalf.

ABSURD QUESTIONS.

THE absurdity and nonsense of some of these "show" questions, asked by inexperienced teachers, examiners and others, is illustrated by the following: This boy seems to be smart—seems to know several things, but can not, like many others, tell what he knows—if he really does know anything more than a jargon of words.

Let the children correct the

matter and tell the story in answer to the query.

"Who was Moses?" He replies: "He was an Egyptian. He lived in a hark maid of bullrushers, and he kept a golden calf and worshipt brazen snakes and he het nothin but qhales and manner for forty years. He was korted by the air of his ed while ridin under a bow of a tree and he was killed by his son Abslon as he was hanging from the bow. His end was peace."

"What do you know of the patriarch Abraham?"

"He was the father of Lot and had tew wives. Wun was called Hismale and tother Haygur. He kept wun at home and he hurried the tother into the dessert where she became a pillow of salt in the daytime and a pillow of fire at nite."

THE Sweet Springs meeting was well attended and did good work. The address of Prof. Canfield, of Kansas University, was a grand one.

SCHOOL ATTENDANCE.

SHALL it be compulsory up to a certain point and for a certain length of time? It seems that public sentiment is settling down to an affirmative answer to these important questions, for the reasons stated below.

Mr. James Richardson said:

"The matter of education of all the citizens of the United States involves not only the happiness and success in life of every individual thereof, but also the maintenance of our free institutions and equitable laws, as well as the very existence of our republican form of government. The whole structure rests upon the intelligence of the people, not upon that of an educated class among them, but upon that of the whole mass. As we make our own laws and select for ourselves those who execute them, sufficient mental culture and capacity to reason and arrive at independent conclusions, each one for himself, should be acquired by every citizen of the republic during the period of youth, and before he is called upon to exercise these important duties. Two natural conclusions follow this brief statement of facts:

First—Every child should receive so much of mental culture as shall fit him to use his mind independently in arriving at just conclusions regarding all matters which affect his interest and that of the public of which he is a part.

Second—This culture should not only be universal, but of a kind to further the growth and add to

the stability of our free institutions.

The first of these propositions necessarily implies compulsory education.

Mr. L. M. Rumsey said: "It is my candid opinion that the only way to make good citizens in a free republic like the United States is to educate them. As I believe it is the duty of every free republic to make good citizens, even if they have to compel them to be so, I am in favor of compulsory education."

Mr. John C. Orriek said: "Our government is republican in form and fact; the body of the people control its affairs through the ballot box. We have universal suffrage, and it seems to me that universal suffrage makes universal education essential to the safety and prosperity of our country. The oft-repeated saying that the stream never rises higher than its source aptly applies here. If the people, who are the source of government, are ignorant we must expect that representatives selected by them will be practically on the same level. It follows, therefore, that the policy of compulsory education should find expression in our education acts."

MR. AMOS M. KELLOGG, the careful and conservative editor of the *Weekly School Journal* of New York, who was present at Madison, says:

"That the N. E. A. is 'run' in the interests of education is not believed by those who have watched the proceedings for a year or two. It was given out at once in Madison that Mr. Bicknell was to be re-elected. 'Not so,' said the Western men, 'he is shrewd, but we want an educational man.' The Southern men, believing he would boom the South, wanted him. Superintendent Calkins was the favorite, for his long, unselfish labors have not been unobserved. Finally, Mr. Bicknell pleaded for a renomination, promising to decline. It was accordingly given, and Prof. Soldan, of St. Louis, was chosen president, to please the West and South."

THE United States Government has sent two naval vessels from San Francisco to Alaska to explore a large river discovered there by Lieut. Stoney last summer, in vicinity of latitude 67 deg., longitude 160 deg. west, and of which mention was made in the *AMERICAN JOURNAL OF EDUCATION*, November, 1883, page 12.

In latest zoological data the whole number of species in the animal kingdom is estimated at 1,000,000, of which 1,200 are animals; 7,500 birds; 2,000 reptiles; 10,000 fishes; and 500,000 insects.

"AGIN WIMMIN VOTIN'."

A VERY dirty, debased and ignorant man came up to vote at an election in Michigan. Said one of the ladies, offering him a ticket: "I wish you would oblige us by voting this ticket."

"What kind of a ticket is that?" said he.

"Why," said the lady, "you can see for yourself."

"But I can't read," he answered.

"Why, can't you read the ballot you have there in your hand, which you are about to vote?" asked the lady.

"No," said he, "I can't read at all."

"Well, this ballot means you are willing to let the women as well as the men vote."

"Oh, is that it? I'm agin wimmin votin'—they don't know enough to vote."

TRAIN your pupils: 1st, To do everything correctly.

2d, Train them to do things quick.

Habit has much to do with success, and children can be easily trained to do things quickly.

It is no special effort, certainly no cruelty for a race horse that has been trained to do it, to run a mile inside of three minutes, and children can be trained to think quickly, to act quickly, and to do everything quickly.

This training is specially needed here in the West and South, where the climate enervates one, and where the habit is to be slow and do things slowly.

BETTER METHODS.

WE want to aid the teachers in their practical work in the school-room in addition to what we are doing to increase their compensation. To this end we have secured a series of articles on "Methods of Teaching" the several branches.

We present below

A METHOD IN GEOGRAPHY,

by Prof. C. L. Howard. He says: "Follow the plan of Nature, the cardinal principle of which is, that children acquire their impressions and real knowledge through their senses—their observations. Begin in this as in any other branch of study, with what is already known, and proceed thence to the next beyond, remembering that the beginning of the world is just about us, and that real objects are to be dealt with, and not mere words.

Begin with teaching the points of the compass. Illustrate by reference to the rising and setting of the sun, perhaps by exhibiting a

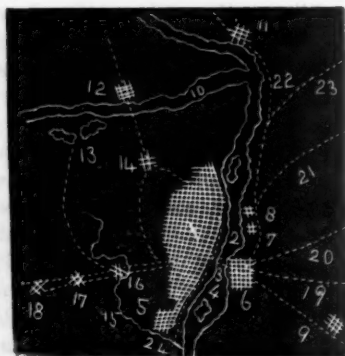
compass, explaining its action and use.

Develop the ideas of direction from the position of objects and parts in and about the school-room, the school premises and vicinity, as indicated by outlines or maps made by the teacher on the black-board and copied by the pupils. At this point begin to develop the ideas of distance and comparative distance. The distance measured or estimated between objects and parts in and about the school-room will give the ideas of foot and yard; between objects on the school premises the idea of rod, and between objects or locations in the vicinity the idea of mile.

LOCAL GEOGRAPHY.

(1) For a class in a city school—*The City and Vicinity.* The teacher will make, and have pupils make, maps of the city and vicinity large enough to show the important places in the neighborhood, and teach their location with reference to the city.

Suppose the city to be

ST. LOUIS.

Make on the black-board a map large enough to show the location of the city, the river, East St. Louis, Brooklyn, Venice, Arsenal Island, Carondelet, Kirkwood, mouth of the Missouri river, Alton, St. Charles, Ferguson and Belleville. Have the pupils make similar maps. Teach the definitions of *island, river, mouth of a river, right bank, left bank, etc.*

For a class in a country school—*The County in Outline.* Make on the blackboard a map of the county, and teach the boundaries as determined by the counties, etc., about it, the names and locations of the townships, towns, streams, railroads and points of interest. Have the pupils make similar maps. Define technical terms as used.

THE STATE IN OUTLINE.

Teach the boundaries as determined by the States about it; two or three of the principal rivers and lakes, if there are any, and the location of the capital and

two or three other important cities. Have the pupils make maps of the same on their slates and black-board. Use a wall map of the United States to show the relation of the adjoining States. Suppose the State to be

ILLINOIS.

Teach the boundaries—Wisconsin, Iowa, Missouri, Mississippi river, Kentucky, Ohio river, Indiana, Wabash river, Lake Michigan; also Illinois River, Rock river, Kaskaskia river, Springfield, Chicago, Peoria and Quincy. Have the pupils make maps of the State. Teach something of the nature of the surface, and define lake, river, prairie, etc."

We shall pursue this topic further with illustrations in subsequent issues.

THERE are always two ways at least, of stating a fact, said Fred, in reply to his father's pre-emptory command to "Come here, sir, what is this complaint the school teacher has made against you?"

Much injured boy—Its just nothing at all, pa. You see, Jimmy Hughes bent a pin and I just left it on the teacher's chair for him to look at, and he came in without his specs and sat right down on that pin, and now he wants to blame me for it!"

A PRINTER (of course it was the printer), omitted a comma in setting the verdict of a coroner's jury, after *apoplexy*, making it read thus: "Deceased came to his death by excessive drinking—producing apoplexy in the minds of the jury."

Here is another epitaph lacking proper punctuation:

"Erected to the memory of Paul Jones, accidentally shot as a mark of affection by his brother."

WHICH State was it where an intelligent jury of twelve men returned a written verdict of "Blode tu pees bi the biler bustin'?"

OUR friends must look out for the proper punctuation marks when they send in advertisements as well as at other times.

Here is an illustration of the lack of it:

"RAN AWAY.—A hired man named John; his nose turned up five feet, eight inches high, and had on a pair of corduroy pants, much worn."

Imagine, if you can, how that nose, turned up five feet, eight inches, must have looked dressed up in corduroy pants!

Reading Schools

Address "Modern," Logansport, Ind., for their "Weekly Report of Vacancies" in schools. 17h-18g

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BOARDING SCHOOL FOR BOYS.

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The fall term begins Sept. 1, 1884. Three graduating courses for young ladies and gentlemen. Rare advantages in music. Superior home influences. Students admitted only to fill vacancies. For further particulars confer by letter or in person with the Principal. 17h-1-j MRS. S. E. KING AMES.

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Founded 1857. Endowment, \$110,000. Buildings and apparatus \$30,000. 171 young men in attendance from 6 States, under 8 experienced Professors, each a specialist. An excellent preparatory department fits students for college. No vicious or idle students allowed to remain. Necessary expenses low. 35th term opened September 6th. For catalogue, address 16-10ff E. R. HENDRIX, D. D., Pres't.

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Organized, 1873; private; faculty, 12; course, 4 years; library, 1,500 volumes and 1,000 pamphlets; tuition, \$35 per annum; board \$3 per week; 420 students; 6 graduates in 1883; value of apparatus \$500.00; value of grounds and buildings twenty thousand dollars

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17-7-3-2

THE MANAGEMENT OF THE SCHOOL.

ANNA C. BRACKETT.

THE school is the intermediate step between the family and the State, and to go directly from the one to the other of the latter is too severe a shock to the child. Just there the school should stand, and if it does not stand there, it has no justification for its existence. As long as the State was like the family, as for instance in the early patriarchal form of government the school was not developed. There was no need for its existence. In an absolute monarchy there is little need for it. It is curious in this light to reflect how the school, as an institution, is an expression of a necessary grade of culture. As in the process of the world's history, the State gradually drew apart from the family in its modes of dealing, just so much more necessary became the school in order to fill up the chasm. It grew—it was not made—and it grew because it must grow. And so from the patriarchal government through all grades of monarchy up to a Republic, the school *must*, from the very nature of things, assume greater and greater proportions as a recognized institution. But now on the one hand, if it seek to manage its affairs on the family plan, or if on the other, it deal with its pupils as the State with its subjects, it is doing all that it can to prove that it is of no use. It has a separate work to do for the child; we can hardly say a distinct work, for its sphere is a blending of two ways of government and action which would seem at first sight to be antagonistic.

Just here lies the beauty of the problem; just here is the interest in the work as an art which every true educator must in some degree feel, or he is not fitted for his occupation and has no business to touch it any more than the stone mason has to go in to the sculptor's studio and chip away at the contour of a goddess.

This is the thought which we should have continually in mind in our schools, the thought which we must actualize in every detail of our daily work. How shall it be applied?

In the first place, we must apply it to the element of time. The family regulations are and must be to a great degree elastic. Its details demand on one day more time than on another. Its programme varies from day to day. The mother is busy every moment and yet, when the day is done, it seems impossible to say that the work is any farther advanced than when the sun rose. The children are busied continuously, but it would be difficult to say at sunset exactly what had been accomplished. A few minutes earlier or later make no difference. One first great lesson for the child to learn from the school is that of punctuality. Nine o'clock is nine

o'clock. To come before that time is all right; to come after that time is all wrong. This lesson he is to need by-and-by in his business appointments and in all his dealings with those who, being only his fellow citizens and not the members of his own family, will make no kindly allowances for him. That the virtue of punctuality be insisted on is not for the sake of the school as much as for that of the child.

Again at home, the seats around the fireside are not regularly assigned. There is no one that is his own. Even at the table, his seat is liable to be changed if a chance visitor drop in to dinner. At school this also is changed. Here he finds regular rows of seats, and one of them is his own and is to be his own for a whole term, perhaps. No one else has a right to occupy it; nay more, he is not allowed to occupy any other. Here is a new thought. He is one of a set of people. His own domain is exactly defined as if it were his farm, and he must not encroach upon the domain of his neighbor, while at the same time he finds his own property defended for him; and again, the teacher does not defend his rights because she loves him or because he belongs to her, but because in the very nature of things those rights have a something sacred in them. They do actually exist; and they would exist just as much and be defended with just as much energy if his name were John Smith instead of Theophilus Winthrop, or indeed if he had no name at all.

These considerations all seem so natural to us that we do not often realize how they must work fruitfully in the mind of the little girl or boy.

Then the lesson of regularity and order. Here at school the work must go on by the clock and with the same regularity and exactness as the departure and arrival of trains at some great central railroad depot. The programme stands for all to see; for that reason it does not seem to be any personal will or any individual preference which decides the movements of the school. The teacher is there, to be sure, but strangely enough she seems to be just as obedient to the hands of the clock as the smallest child. There seems somehow to be a great necessity upon her as well—some great, unseen necessity. I am speaking of the school as it should be—with its desks alike and arranged in rows, and not of all kinds and pushed up against the wall in any position most convenient. I am speaking of desks kept continually in such perfect order and management that the child can take out anything he wants almost without the aid of his eyes.

Then comes the even-handed justice which rules in every thing, where personal influence seems not to exist. Then comes the indefinable some-

thing in which the teacher in school is not quite the same as the woman outside, and which holds the child a little—just a little—at a distance, though after school is out, he is puzzled to know why. It would seem sometimes as if many had never learned in their school life the important lesson of being able to distinguish the man in office from the man out of his office; the representative of a great unseen power from the simple individual.

All these lessons belong to the school. They can never be taught in the family, or, if attempted there, the family itself loses its character and its peculiar power and charm.

But it is in vain to attempt to particularize all the ways in which the school must fulfill its own mission. The details are too multitudinous; but this we can do: we can bear in mind always in our school hours the double thought, "these children come to me from the family; these children I am to send into the State." We must know what each of these factors represents, and then, standing between the two, we must govern and teach, and while we remember that we must in everything look forward to what the child is to be and do as a citizen ten years we must at the same time, especially in the primary grades, not forget the loving consideration and care from the shadow of which the child comes to us.

And yet (and this last statement applies especially to the woman teacher), while we remember always the loving consideration and care from which he comes to our rule, we must never for one instant forget the utterly emotionless and even-handed rule to which he is going, and for which it is our duty thoroughly to equip him.

THERE is more harmony in our school work, more efficiency, more helpfulness than ever before. The design of the school—the important work our teachers are doing—the value of intelligence over ignorance has come to be appreciated at last, to such an extent that tax-payers begin to visit the schools, begin to inquire what is being done, begin to realize the value of the work of educating and training the children to industry, regularity, truthfulness and citizenship.

AVOID, as far as possible, antagonism with both pupils and parents.

It takes a little time to do this, but when it is done and friction is avoided, the discipline upon the teacher, the pupil and the school is wonderfully helpful. Unite all and do not allow division to come in.

IT is said that from the five States of New York, Pennsylvania, Illinois, Massachusetts and Ohio, the Government derive one-half of all its postal revenues.

A SPELLING LESSON.

CAN your pupils spell these words orally?

Suppose they can or can not, what does that amount to? If they were writing a letter in which they would use these words—writing a beautiful hand—could they spell them correctly in writing? That is the point.

Let the teacher give ten sentences using the first ten words, then let the pupils give ten sentences using the next ten, and let the teacher pronounce ten and have ten pupils write them on the black-board and so on, interesting and varying the exercise in any way to get practical results.

Write us, please, how the plan works:

Halycon.....	1	Juiciness.....	26
Topaz.....	2	Regime.....	27
Prairie.....	3	Rosette.....	28
Lichen.....	4	Inflammable.....	29
Prejudice.....	5	Changeable.....	30
Mortgage.....	6	Moneys.....	31
Bordeaux.....	7	Nebule.....	32
Aisle.....	8	Mimicking.....	33
Caprice.....	9	Leyden.....	34
Pamphlet.....	10	Schedule.....	35
Duteous.....	11	Papyrus.....	36
Dyspepsia.....	12	Havoc.....	37
Centennial.....	13	Synchroneal.....	38
Cyndrical.....	14	Alligator.....	39
Caoutchouc.....	15	Cologne.....	40
Pinnacle.....	16	Meagles.....	41
Maintenance.....	17	Palace.....	42
Nuisance.....	18	Deleble.....	43
Raiment.....	19	Savannah.....	44
Mucilage.....	20	Scheme.....	45
Billous.....	21	Xenophon.....	46
Strychnine.....	22	Jealousy.....	47
Buoyancy.....	23	Railery.....	48
Disguising.....	24	Nonpareil.....	49
Singeing.....	25	Porpoise.....	50

WHETHER or not industrial training in its broadest sense shall be introduced, the work of the schools in industrial drawing is especially valuable. Whether the use of mechanical tools shall be taught in the school or in the workshop, such teaching of drawing will be important. Many experiments will be tried, and some waste of time and effort, in determining the true method of ingrafting what is best of manual training upon our public school system; and, in the majority of places, educators must be content to "make haste slowly." Meantime the duty of the hour is, to teach what has already been proven to be useful, proper and best; viz., industrial drawing.

SKILLED labor is always in demand. When a teacher convinces his patrons that he is engaged in doing a very important work which must take time, they will give him time to carry out his plans, and if in the end success is reached, they will usually give him additional time to try the experiment over again.

TENNESSEE

American Journal of Education.

W. E. BELL, Nashville, Tennessee. } Editors.
J. B. MERWIN }.

SETTLED FOREVER.

HON. D. W. VOORHEES, United States Senator from Indiana, in his speech in favor of "Federal Aid" for education, said, "The constitutional question is closed forever." He spoke as follows:

This debate has been long and able on both sides of the question, but I have heard no Senator undertake to answer the legal argument of the Senator from Arkansas. I have heard no one grapple with the decisions cited by him, nor with the facts showing the history of our legislation. The argument made by the master mind of the Senator from Arkansas has gone without even attempted refutation. It is a most significant oversight. Nor do I now deem it necessary to discuss the legal aspects of this question further than, as I have heretofore stated, to show what has been done—not so much what has been decided or said, but what has been done. That is all I am seeking to do; for after the argument of the Senator from Arkansas and the very able and thorough arguments of the two Senators from Mississippi and the Senator from Louisiana [Mr. Gibson] the constitutional question is closed forever; nor will it ever again seriously arise in connection with such a measure as this.

THE wicked Chicago papers speak of Dr. Bicknell's "pic-nic" up at Madison as "a Jumbo advertisement for Dr. Bicknell," but the Chicago people have never been noted for their reverence. There is no record of but one native born citizen of Chicago dying of that complaint, and he was what they call "a dem furriner." His name was Knud Iverson.

THE precocious boy had just been inducted into the mystery of double a, double o, etc., when he came upon the following sentence in his First Reader: "Up, up, John, and see the sun rise!" What was more natural than that he should proudly read it, "Double up John, and see the sun rise!" Yet all the children laughed, and the teacher could hardly suppress a smile.

THE summer schools for teachers by the sea, on the lakes, or in the mountains, do a special work of great value, and at the same time afford the best sort of rest and refreshment to the brain-workers released from the school routine. Next to this, the County Institute at home, is a permanent benefit socially and intellectually.

True wit is nature, to advantage dressed—
That oft was thought, but ne'er so well expressed.

"HOW FAR is it to Butler—if I keep straight on?" asked a city chap of Charlie. "According to the new Eclectic geography its about 25,000 miles—if you keep straight on, but if you turn and go the other way it's about half a mile!"

WE insert the following advertisement without charge, but the sons of this man, after they get through school, will fix it up differently, so to speak. It might be an interesting and profitable exercise for your pupils to put this into good English—spelling and all:

"Von nite de oder day ven I vas bin awake in my shleep I hears sometings vat I tink vas not yust rite in my barn an I out shumps to bed an run mit der barn out, and ven I vas ere com I sees dot my pig gray iron mare he vas bin tide loose und run mit dot staple off, und who efer vill him pack pring I shust so much pa him as vas him kush to mary."

QUESTION.

How Old Are You?

TO FIND any desired unknown number from 1 to 63, add together the top figures in the columns in which the number is said to be found, and you have it sure.

A	B	C	D	E	F
1	2	4	8	16	32
3	8	5	9	17	33
5	6	6	10	18	34
7	7	7	11	19	35
9	10	12	12	20	36
11	11	13	13	21	37
13	14	14	14	22	38
15	15	15	15	23	39
17	18	20	24	24	40
19	19	21	25	25	41
21	22	22	26	26	42
23	23	23	27	27	43
25	26	28	28	28	44
27	27	29	29	29	45
29	30	30	30	30	46
31	31	31	31	31	47
33	34	36	40	48	48
35	35	37	41	49	49
37	38	38	42	50	50
39	39	39	43	51	51
41	42	44	44	52	52
43	43	45	45	53	53
45	46	46	46	54	54
47	47	47	47	55	55
49	50	52	56	56	56
51	51	58	57	57	57
53	54	54	58	58	58
55	55	55	59	59	59
57	58	60	60	60	60
59	59	61	61	61	61
61	62	62	62	62	62
63	63	63	63	63	63

EXAMPLE.—Mary's age is found in columns A and E, hence 1 and 16, which are directly under these letters, gives 1 plus 16, which equals 17 years—Mary's age.

A GOOD many young people would endorse the remark of the Irish lover when he said: "It is a great comfort to be alone, especially when yer swate-heart is wid ye."

WYMAN INSTITUTE,

VASSAR COLLEGE,

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17-F-K

President.

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17-j-1-ly HALSEY C. IVES, Director.

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June and September Examinations.

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Full particulars in the Catalogue, for which apply by letter to

C. M. WOODWARD, Director,
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17-g-1f

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The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

Prof. Wm. H. Byford, A. M., M. D., Pres't.
For information or announcement, address Prof. David W. Graham, M. D., Sec'y. 17-m-3ly

ILLINOIS STATE NORMAL UNIVERSITY,

For the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good, practical education. Tuition, \$25 per year. Terms begin Sept. 8, 1884, and March 17, 1884. For particulars address Edwin C. Hewett, President, Normal Ill. 17-j-1-ly

WYMAN INSTITUTE,

First-class Home School for Boys,

Upper Alton, Illinois.

Sixth Annual Session commences September 14th, 1884.

For full information, call for circulars at Hildreth's store, or address

EDWARD WYMAN, L.L.D.,
Principal.

UPPER ALTON, ILL., July 1, 1884. 17-G-I

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE.

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For programme, address Prof. Geo. J. Brush, Executive Officer, New Haven, Conn. 17-j-6-1f

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SECOND DISTRICT,

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II. AN ADVANCED COURSE for teachers of Graded Schools.

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IV. A POST GRADUATE COURSE for experienced teachers who have completed the Advanced Course in this, or its equivalent in some other, school of equal rank.

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For Full Information, Address

GEO. L. OSBORNE, Pres't.

17-g-1



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E. TOURJEE, Director, Franklin Sq., Boston. 17h-1

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New York, Staten Island, West New Brighton.

A Church School of the highest class. Terms \$500. Rector—Rev. Alfred G. Mortimer (Univ. of London). Assistants—Rev. G. E. Cranston (Brown Univ.); Rev. B. S. Lesaiter (Princeton, ex fellow); Rev. S. W. Thackeray (Trinity Coll., Cambridge, Wrangler); Mr. F. W. Rees (Glasgow, Oxford, late Exhibitioner); Mr. I. H. Molineux and others. 17-j-h.

UNION COLLEGE OF LAW, CHICAGO, ILL.

The Fall Term will begin Sept. 24th. For circular address H. BOOTH, Chicago, Ill. 17h-1

ENGLISH LITERATURE.

PRESIDENT ELIOTT, of Harvard University, in his article in the June *Century*, on "What Is a Liberal Education?" says:

It cannot be doubted that English literature is beyond all comparison the amplest, most various, and most splendid literature which the world has ever seen; and it is enough to say of the English language that it is the language of that literature. Greek literature compares with English as Homer compares with Shakspeare—that is, as infantile with adult civilization. It may further be said of the English language that it is a native tongue of nations which are pre-eminent in the world by force of character, enterprise and wealth, and whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto invented. To the original creations of English genius are to be added translations into English of all the masterpieces of other literatures, sacred and profane. It is a very rare scholar who has not learned much more about the Jews, the Greeks or the Romans through English than through Hebrew, Greek or Latin.

We hope our teachers in the public schools are training the children all the time how to get hold of the most *splendid* literature which the world has ever produced.

ASKING FOR AID.

OHIO and Indiana, with all their wealth in the hour of trial, came to Congress for charitable assistance, and it was freely granted and promptly accepted.

Hon. D. W. Voorhees, in his speech for "Federal Aid," stated the case as follows:

Again, I am a representative from a State that is out of debt; its credit is high, it is rich in natural resources and in the graces of cultivation; and yet it has been but a few short weeks since we were compelled to ask and receive aid from Congress in behalf of a portion of our people. Ohio did the same. Those two great empire States of the West came here for charitable assistance. If our Legislature had been in session or could have been called together in time to afford relief we would not have accepted a dollar from the Federal Government. But when our towns were swept away, when our people sent up a cry of suffering, when I spent my mornings in the War Office and my afternoons here, and my colleagues were doing the same, ascertaining the necessitous condition of our people and hurrying appropriations through for their assistance, did we stop to question the power of the Government to do what we called for?

In 1892 a flood swept the whole Mississippi Valley, and a half million of

money was appropriated to relieve the disasters it inflicted. Other floods will desolate the low plantations of the Mississippi, and we will again come to your aid. When the yellow fever with its sweltering venom smote the towns and cities of the South and destroyed her people at high noon and at midnight a national board of health was organized by act of Congress with power to call forth all the resources of science to allay the pestilence. If the Government can minister to the ailments of the body in the States why not also to the mind? I do not believe in a Government which cannot or will not help its people in their distress, in a government whose constitution is to be construed in the way of obstruction and not in the way of promotion.

I repeat, sir, that Indiana is a great and strong State. Her school system is equal to any in the civilized world. She has over \$10,000,000 in a permanent school fund, which can be increased but never diminished under our constitution. She owns more than \$12,000,000 worth of school property. She is paying about five million dollars per annum for school teachers. Coming from such a State as that, can I not afford to go as far as the Senator from New Hampshire, as far as the Senator from Massachusetts, in assisting the cause of education in the South? If I fail to do so those who know me best, I think, would be most surprised.

HINTS TO TEACHERS.

BY UNCLE PHIL.

ALWAYS go to the schoolroom neatly dressed. A neat appearance commands respect.

It is best not to be too familiar with your pupils. Familiarity shows up your weak points and breeds contempt.

Hold as steady a rein on the school as you should on horses. Do not vary your government or let it depend on your temper, as a great many do.

Avoid the suggestion of certain disorders. Deal only with those that come up, and deal with those summarily. "Sufficient unto the day is the evil thereof."

Continually cheer your pupils, at the same time do not undertake to remove the idea that there is some drudgery in school work.

A teacher once said, "Now pupils there is a hard, difficult place right ahead of us. It is dull and uninteresting and never can be otherwise. But it is essential and we must get it. Let us all advance on it cheerfully, earnestly and with determination. It will soon be over and then we shall all be glad." It proved to be the most interesting lesson we had,

for all were cheered to the work, and strengthened in determination by the acknowledgment of the truth that it was not easy, and by the fact "we" were all to attack it. "Let 'us' do this and that," says our teacher, and he seems to go with us into all our labors, but we always do the work. Had he said, "Go do this and that," our very lonesomeness would have disheartened us.

If possible, take the time before hand to show your pupils the strong points in the next lesson. Show them how to study it, what to study, but never let them know how the recitation is to be conducted. Children should be able to handle the lesson in any shape it may come to them. Routine work is degrading in its effects.

Can you handle the lesson without the text-book? If not, you are no teacher. There may come times when the presence of the text-book in the teacher's hands is essential, but this is the exception rather than the rule.

It is a fact, attested by a long experience, that were the teacher put in the pupil's place in most recitations, he would not make as creditable a showing as do most of his pupils. Teachers have great opportunities to hide their ignorance of the subject when the book is in their hands. Test yourself and see how it is with you. Did you ever announce that you would select some member of the class to teach the class at the next recitation? Try it and become a pupil yourself. Run races in blackboard work with your pupils and give them a sample of rapidity and correctness. Can you do it?

The fact is, that Mr. S. H. Knight, General Agent of the Chicago and Alton railroad at St. Louis, should have all the credit for special attentions shown the splendid delegation of teachers from Arkansas and Texas on their way to Madison, Wis. Mr. Knight made ample provision to take 150 teachers in hacks to Shaw's garden, Tower Grove Park, Forest Park and other points of interest in the city. In addition to this, he furnished two able and accomplished lieutenants to accompany the party—Mr. M. C. Kohler, travelling passenger agent of the C. & A. R. R. in Texas, and Mr. C. H. Rohlfing, city passenger agent C. & A. R. R., who were both very attentive and agreeable. Mr. Knight also furnished a special chair car for the party when they were ready to go on to Chicago, and gave them letters of introduction to friends up there also.

It seems quite evident from the strictures and comments on the National Educational Association at Madison that it was rather warm up there. Why not come to St. Louis again? We were perfectly cool down here during the session.

Mr. Kellogg, the editor of the *School Journal* in New York, said:

"The N. E. A. had no platform of principles to lay down, except those in the long president's address. It would be a better thing for the president to make a short address, and leave the association a chance to give expression to its views. This plan is respectfully suggested to Prof. Soldan."

"WILL the boy who threw that pepper on the stove please come up here and get the present of a nice book?" said the school teacher. He was a far seeing boy and was looking so far off—into futurity—that he never moved.

I DROPPED my pen and listened to the wind.
Wordsworth.
The maker's name engraved on it I find
Esterbrook.

HORSFORD'S ACID PHOSPHATE.
Very Satisfactory in Prostration.
DR. P. P. GILMARTIN, Detroit, Mich., says: "I have found it very satisfactory in its effects, notably in the prostration attendant upon alcoholism."

OHIO—INDIANA—MICHIGAN

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When he travels wants to go quick, wants to be comfortable, wants to arrive at destination on time, in fact, wants a strictly business trip, and consequently takes the popular Wabash Route, feeling that he is sure to meet his engagements and continue to prosper and be happy.

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Has long since chosen the Wabash as the favorite route to all the summer resorts of the East, North and West, and Winter Resorts of the South, as the Company has for years provided better accommodations and more attractions than any of its competitors for this class of travel. Tourist Tickets can be had at reduced rates at all principal offices of the Company.

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In search of a new home, where he can secure better returns for his labor, should remember that the Wabash is the most direct route to Arkansas, Texas, Kansas, Nebraska, and all points South, West, and Northwest, and that round-trip land-explorers' tickets at very low rates are always on sale at the ticket offices. Descriptive advertising matter of Arkansas and Texas sent free to all applicants by addressing the General Passenger Agent.

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Will find the Wabash the most convenient route to all of the noted health resorts of Illinois, Missouri, Arkansas and Texas, and that the extensive through car system and superior accommodations of this popular line will add greatly to his comfort while en route. Pamphlets descriptive of the many celebrated mineral springs of the West and South sent free on application.

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Can get the information necessary to secure safe and profitable investments in agriculture, stock-raising, mining, lumbering, or any of the many inviting fields throughout the South and West, by addressing the undersigned.

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General Passenger and Ticket Agent, St. Louis, Mo.

ILLINOIS—IOWA—MISSOURI

ILLINOIS.

American Journal of Education.

E. N. ANDREWS, Chicago..... { Editors
J. B. MERWIN..... }

HISTORY.

PRESIDENT ELIOT, of Harvard University, in his address on "What Is a Liberal Education?" says:

If any study is liberal and liberalizing, it is the modern study of history—the study of the passions, opinions, beliefs, arts, laws, and institutions of different races or communities, and of the joys, sufferings, conflicts and achievements of mankind. Philology and polite literature arrogate the title of the "humanities"; but what study can so justly claim that honorable title as the study which deals with the actual experience on this earth of social and progressive man? What kind of knowledge can be so useful to a legislator, administrator, journalist, publicist, philanthropist or philosopher as a well-ordered knowledge of history? If the humanity or liberality of a study depends upon its power to enlarge the intellectual and moral interests of the student, quicken his sympathies, impel him to the side of truth and virtue, and make him loathe falsehood and vice, no study can be more humane or liberal than history. These being the just claims of history in general, the history of the community and nation to which we belong has a still more pressing claim upon our attention. That study shows the young the springs of public honor and dishonor; sets before them the national failings, weaknesses and sins; warns them against future dangers by exhibiting the losses and sufferings of the past; enshrines in their hearts the national heroes; and strengthens in them the precious love of country.

Do our teachers have these facts and statements in view in the study and teaching of history? We hope so.

THE Illinois Convention of county superintendents and institute instructors that met recently at Bloomington, had 120 delegates.

THE Board of Education of Bloomington, Ill., has again re-elected Miss Sarah E. Raymond as Superintendent of the Public Schools of that city, and Prof. Heninger, of Vandalia, as Principal of the High School. Both of these are of the best appointments for the position assigned.

The semi-annual examination of pupils in the Cleveland, O., public schools will probably be abolished this year.

SUCH WOMEN.

HOW COULD Margaret J. Preston give us such an unrivalled picture as she has drawn in her "cartoons" unless there were multitudes here at home of such women as she describes? Are there not such women here as well as in Italy? Is art ever quite equal to nature?

Francisco had built himself a beautiful palace and waited only for the artist Leonardo to paint the picture of his daughter on one of the panels before throwing the home open for public inspection. The artist tries, waits, despairs of ever being able to paint the portrait, and when urged to finish it, tells the father why he can not, saying:

"There's some evasive grace
Always beyond, which still I fail to reach,
As heretofore, I've failed to hold and fix
Your Mona Lisa's changeful loveliness.
Why, think of it, my lord. Here's Nature's self
Has patient wrought these two-and-twenty years,
With subtlest transmutations making her
Your pride—the pride of Florence and—my
despair!

Her native sky—Salerno's azure sky,
Gave (to begin) that half Greek dower of her's;
And every atmosphere that she has breathed
Since—all the potent essences that light,
Air, color—perfume set of mellowing suns,
Crisp morns, rich noons and fruited evening
times—

All agencies that happiness and love
Commingle bring—all mystic confluence
Of passionate life with her imperial calm,
All interfuse of high intelligence,
All entertainments of divinest thought,
Why these, I say, have been so many masters,
Each perfect in his art, who, on the curves
Of her pure face—with silent chiseling
Have toiled these two and twenty years!
While I—Nature's unskilled disciple," etc., etc.

Are there not such women growing in our homes, teaching in our schools, if only we had the love and the eyes of this cultured poet artist to see them? What sort of teachers ought we have to train the children which perchance may ripen into such a reality?

We do not, after all, need quite so much to realize the ideal as to idealize the real!

AMERICAN LIFE.

OUR teachers will be interested in Superintendent B. A. Hinsdale's remarks upon this topic, made at the dedication of the high school in Cleveland:

"American education is a part of American life; the American school is instinct with the spirit of American society, and it beats with the same pulse. What, then, is true of American society, in so far as we are here concerned with it?"

Says Dr. W. T. Harris: "The race to which we as a people belong is not an indolent race. Look at its history, and study the magnitude and quality of its achievements. Why has it done

all this? What would it have done if it had not had ambition and aspiration and much heart-hunger? Have not the Anglo-Saxon and Norman races been the most discontented of races on the planet? What contented race is there that has accomplished anything for which mankind are the better? Our civilization rewards the workman who is looking beyond the machine he is using to a better one that he has conceived in his mind. Arkwright, Whitney, Fulton, Stephenson, Morse and Bessemer are held in high honor as heroes in the conquest over nature."

THE indications in Illinois are that there will not be room enough on her grand prairies to crib her great corn crop. The midsummer prospects are indeed brilliant everywhere from the lakes to the gulf. We hope the teachers will be paid a little more money for the work they do, and that every school district in the State will have a school nine months out of the year. We can and will afford it.

SIMON PURE.

HERE you have it from Dr. Bicknell's own paper—a simon pure report without any abridgement:

"We sent up to Madison to report the proceedings of the National Educational Association twenty-six correspondents (all 'Dr.'s.) and our business manager. He was not a Dr., but he filled his gripsack with Microscopes, 'Kamfire,' 'Opedildock' and Perry Davis' Pain Killer, so as to be ready for all emergencies. While Madison is noted for its health and wealth and beauty, the gathering of six thousand 'Dr.'s. induced some fear of serious results, as they were not of the M. D. sort."

Here, for instance, is a verbatim report from Dr. Bicknell's paper [page 92, No. 5] of a di-ag-no-sis of the complaint of

"SUPERVISION.

Dr. Riekoff suggested that superintendents should be appointed by Boards of Education, and not by popular elections or by city councils.

Dr. Hancock, of Ohio, thought that the time is not far distant when the position of superintendent will be a political office.

Dr. Moss, of Indiana, inquires whether it is any more desirable that the superintendent of schools should hold his position, freed from the exercise of partisan influence, than for any other public official.

Dr. Dunton, of Boston, replied that permanency and efficiency are more necessary in the offices controlling schools than in other offices.

President Andrews [Why is this thus? Why drop him down a 'Dr.' to a mere 'President.' We protest! Let it read 'Dr.' Andrews] suggests that when our schools fall fully into

the hands of party politicians, it will be time for their destruction.

Dr. Pickard, of Iowa, asks if it is possible for us to correct the tendency of the American people.

Dr. Hoose, of New York, does not believe that the tendency to give places to political followers on school boards is a growing one. The political revolution of two years ago has given strength to the idea of civil service."

Would it not be worth the cost of a trip, in time and money, from Maine or Texas, or Florida, or Oregon to Madison, Wis., and the fee of \$2 besides, to have the privilege of listening to such a lucid, brilliant, exhaustive discussion of this important topic by these Dr.'s as Dr. Bicknell reports above? Perish the thought, that it would not be worth all that, and more too!

A STRICT CONSTRUCTIONIST.

HON. D. W. VOORHEES, in his speech on "Federal Aid for Education," spoke as follows in favor of such a construction of the constitution as to accomplish and not defeat the great ends of which it was ordained. Dr. Laws might read this and learn something—perhaps:

Sir, I am for a strict construction of the Constitution. I am for strictly construing it in order to accomplish, not to defeat, the great ends for which it was ordained. I wish to so construe it as to promote and fulfill those beneficent and lofty aims proclaimed in the instrument itself. I would strictly construe that immortal instrument as a vital, affirmative force for the achievement of its own declared purposes, and the accomplishment of our destiny as a united and enlightened Republic. To me it means what it says; to my mind there is not a meaningless provision in it. When it declares its purpose "to promote the general welfare," and declares further on among the grant of powers that Congress shall provide for that great end I do not feel at liberty to assume that the framers of the Constitution were indulging in words, mere words, without meaning, life, or force. I firmly believe too that the power of self-preservation exists in this Government. The object of its creation was to live, not to die.

I never did believe, and do not now, that a power was originally injected into the Constitution by which this Government could be destroyed. I never did believe, and do not now, that there were reserved powers in the States by which this Government could be dissolved and broken up. I did not believe it before the war nor during the war, and took every proper opportunity to say so. I do believe there are certain great rights reserved to the States for their sole exercise; they are easily found and are of ines-

timable value, but the doctrine of State rights has been carried too far in the past, and will be again whenever it is invoked to defeat legislation of the kind we are now considering.

THE teachers of St. Genevieve county, Mo., at the conclusion of a very successful institute, under the management of President Norton, of the Cape Girardeau normal school, say that the "session has been one of great profit and pleasure, and that with increased light and knowledge we shall return to our duties with higher aims to do better work from the valuable drills and instruction we have received from you."

The teachers of Franklin county also pay President Norton a high compliment for his valuable services while with them. And what is of special value in this connection is the fact that the teachers are reading, circulating and paying for several of the best educational papers published. This insures a permanent benefit to both the teachers and the schools of these counties.

We have an elegantly-bound indexed Webster's Unabridged Dictionary (latest edition) that we are anxious to send to the first institute conductor who sends us in 100 per cent. of the names of the actual teachers in attendance as subscribers to this journal. A number have sent in 50, 80 and 90 per cent. of those in attendance. The first one who sends us 100 per cent. gets the Dictionary, and so does the next.

MISS MAGGIE BOUTON, who as a "wee bit of a girl" from the public schools of St. Louis, "spelled down" all contestants in the largest theatre in the city, packed to its utmost capacity, for a prize of Webster's Unabridged Dictionary, the centennial year; subsequently entered Washington University, led all her classes in that Institution until she graduated there; has now been appointed to a responsible position in the same University as a teacher, and has accepted the appointment. She will enter upon her new duties September 1st. We congratulate all interested, and that means a good many.

At certain seasons of the year nearly every person suffers to a greater or less extent from impurity of the blood, biliousness, &c., &c. This should be remedied as soon as discovered, otherwise serious results may follow. Sherman's Prickley Ash Bitters will effectually remove all taint of disease and restore you to health.

Hard to Believe.

It is hard to believe that a man was cured of a Kidney disease after his body was swollen as big as a barrel and he had been given up as incurable and lay at death's door. Yet such a cure was accomplished by Kidney Wort in the person of M. M. Devereaux, of Ionia, Michigan, who says: "After thirteen of the best doctors in Detroit had given me up I was cured by Kidney Wort. I want every one to know what a boon it is."

A GOOD way to find a girl out is to call when she isn't in.

Catarrh-A New Treatment.

[From the Montreal Star, Nov. 17, 1884.]

Perhaps the most extraordinary success that has been achieved in modern medicine, has been attained by the Dixon treatment for Catarrh. Out of 2,000 patients treated during the past six months, fully ninety per cent. have been cured of this stubborn malady. This is none the less startling when it is remembered that not five per cent. of patients presenting themselves to the regular practitioner are benefited, while the patent medicines and other advertised cures never record a cure at all. Starting with the claim now generally believed by the most scientific men that the disease is due to the presence of living parasites in the tissues, Mr. Dixon at once adapted his cure to their extermination; this accomplished, he claims the Catarrh is practically cured, and the permanency is unquestioned, as cures effected by him four years ago are cures still. No one else has ever attempted to cure Catarrh in this manner, and no other treatment has ever cured Catarrh. The application of the remedy is simple, and can be done at home, and the present season of the year is the most favorable for a speedy and permanent cure, the majority of cases being cured at one treatment. Sufferers should correspond with Messrs. A. H. DIXON & SON, 305 King street West, Toronto, Canada, and enclose stamp for their treatise on Catarrh. 161-17k

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Gems of Sacred Song.	Gems of the Dance.
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Minstrel Songs.	Organ at Home.
Operatic Pearls.	Read Organ Melodies.
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Silver Chord.	Home Circle, Vol. II.
Silver Wreath.	Crema de la Crema, Vol.
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This is an interesting story of the country from its discovery and settlement down to the present time, told in simple language and covering only the most important events, to explain the causes of the wonderful progress of the United States.

S. C. GRIGGS & Co., of Chicago, send us *The Elements of English Composition*. By Miss L. A. Chittenden, of the Ann Arbor High School.

This work, undertaken at first it seems, to supply the author a series of exercises for oral instruction, is in all respects and particulars an outgrowth of the class room, hence it will stand the test of trial. We have carefully examined it and strongly commend it.

The American School Book Company, of St. Louis, sends us a *Method in Geography*. By Prof. C. L. Howard, of the Madison School. We are glad to notice a second edition of this valuable work. It is a practical method of the study—creditable alike to the author and to the enterprise of the American School Book Company.

PROF. EDWARD M. SHEPARD, of Drury College, Springfield, Missouri, author of Economic Tract No. 12, *The Work of a Social Teacher*, has given us a systematic mineral Record with a synopsis of terms and chemical reactions used in describing minerals, for instructors and students in Mineralogy. The book is small quarto in size, strongly bound in cloth, and is altogether creditable to its author. It was suggested by the serviceableness of Professor Alphonso Woods' Plant Record in the study of Botany. The price is 60 cents, and the publishers, A. S. Barnes & Co., New York.

The Origin of Species. By Charles Darwin. In two double numbers of the Humboldt Library of Science. Price, 30 cents. Part I now ready; Part II in August. J. Fitzgerald, Publisher, 20 Lafayette Place, New York. It is a commonplace that the theory of Darwin has revolutionized every department of Natural Science, and has profoundly affected Philosophy, History and Art; in short that it has changed fundamentally the whole domain of human thought. But precisely what are the conclusions and principles developed by Darwin as the result of his famous researches? The answer is to be found only in the study of his immortal work, the *Origin of the Species*, which is now for the first time published at a price which brings it within the reach of all.

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GINN, HEATH & Co., of Boston, send us *First Book of Geology*. By N. S. Shaler, Professor of Paleontology, Harvard University. 250 pages, with 55 pages of instructions to teachers, and 130 figures in the text. Intended to give the student of from ten to fifteen years of age a few clear, well-selected facts that may serve as a key to the knowledge of the earth. The number of facts dealt with is far less than is usually given in such books, but pains are taken in their presentation to make them open the way to the broadest veins that the science affords. The effort is made to illustrate the principles of geology by reference to as many facts of familiar experience as possible.

THE *North American Review* for August asks, "Are we a Nation of Rascals?" and shows that states, counties and municipalities in the United States have already formally repudiated, or defaulted in the payment of interest on an amount of bonds and other obligations equal to the sum of the national debt. Judge Edward C. Loring writes a weak article on the "Drift toward Centralization." Julian Hawthorne writes of "The American Element in Fiction," and there is a symposium on "Prohibition and Persuasion," by Neal Dow and Dr. Dio. Lewis.

The Art Interchange of July 17, contains a most novel and beautiful design in color for embroidered border. Against a background of pale green is shown a delicate tracery of irregular brown lines broken at intervals by disks, enclosing a floral design. In the department of Notes and Queries instruction is given in painting on canvas and china, crayon drawing, decorating note paper, house furnishing, and treatment of screens, table scarfs, etc. Sample copy 10 cents. Published by William Whitlock, 140 Nassau Street, New York.



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Illinois Central Railroad

TIME TABLE.

STATIONS	Train No. 1 Daily except through sleeping car Chicago to New Orleans.		Train No. 3 Daily with through sleeping car Chicago to New Orleans.	
	Leave	Arrive	Leave	Arrive
Leave Chicago	8:10 a. m.	8:30 p. m.	8:10 a. m.	8:30 p. m.
Arrive Effingham	4:40 p. m.	3:45 a. m.	4:40 p. m.	3:45 a. m.
Arrive Odessa	7:10 p. m.	6:45 a. m.	7:10 p. m.	6:45 a. m.
Arrive Centralia	7:35 p. m.	6:10 a. m.	7:35 p. m.	6:10 a. m.
Leave Centralia	10:05 p. m.	6:15 a. m.	10:05 p. m.	6:15 a. m.
Arrive Cairo	4:05 a. m.	10:50 a. m.	4:05 a. m.	10:50 a. m.
Arrive Martin	7:40 a. m.	1:25 p. m.	7:40 a. m.	1:25 p. m.
Leave Martin	10:40 a. m.	10:15 p. m.	10:40 a. m.	10:15 p. m.
Arrive Nashville	7:30 p. m.	10:00 a. m.	7:30 p. m.	10:00 a. m.
Arrive Milan	9:10 a. m.	2:45 p. m.	9:10 a. m.	2:45 p. m.
Leave Milan	12:55 p. m.	3:30 a. m.	12:55 p. m.	3:30 a. m.
Arrive Memphis	4:15 p. m.	8:15 a. m.	4:15 p. m.	8:15 a. m.
Arrive Jackson, Tenn.	10:40 a. m.	4:00 p. m.	10:40 a. m.	4:00 p. m.
Leave Jackson, Tenn.	10:45 a. m.	4:05 p. m.	10:45 a. m.	4:05 p. m.
Arrive Grand Junction	12:45 p. m.	6:00 p. m.	12:45 p. m.	6:00 p. m.
Leave Grand Junction	6:25 p. m.	6:22 p. m.	6:25 p. m.	6:22 p. m.
Arrive Memphis	8:20 p. m.	8:10 p. m.	8:20 p. m.	8:10 p. m.
Arrive Jackson, Miss.	10:45 p. m.	3:31 a. m.	10:45 p. m.	3:31 a. m.
Leave Jackson, Miss.	5:40 a. m.	5:40 a. m.	5:40 a. m.	5:40 a. m.
Arrive Vicksburg	8:00 a. m.	8:00 a. m.	8:00 a. m.	8:00 a. m.
Arrive New Orleans	7:15 a. m.	11:00 a. m.	7:15 a. m.	11:00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (8½ hours). This is 5 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at DuQuoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

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And they will tell you unhesitatingly "Some form of Hops!"

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"And they will tell you explicitly and emphatically, 'Buchu!'"

Ask the same physicians

"What is the most reliable and surest cure for all liver diseases or dyspepsia, constipation, indigestion, biliousness, malaria, fever, ague, &c., and they will tell you:

"Mandrake! or Dandelion!"

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CHAPTER II.

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The fact is, the people want help and practical common sense, and usefulness and oneness and sympathy with themselves and the children, and such helpful spirits are to all a blessing and a benediction.

Can you help the people and your pupils in these directions?

THE usual arguments leading to a change of teachers remind us of an old Long Island fisherman and Governor Dix of New York. During the campaign when Dix ran a second time on the Democratic ticket for Governor of the State, he happened to walk to the beach at Westhampton one day, and met on the way an old fisherman who was mending his nets. The fisherman did not know the Governor, so Governor Dix asked him: "Well, how's politics down here?" "Kinder quiet," said the old man. "I don't take much interest, but I'm ag'in Dix." "What's the matter with Dix?" asked the Governor; "hasn't he done well at Albany?" "Fust rate," said the fisherman, "fust rate; I hain't got a word ag'in him." "Then why don't you vote for him?" "Wal," said the fisherman, "eels is a gittin' scarce, and I think it's 'bout time for a change."

TEMPERANCE people are extensively petitioning State legislatures to pass laws requiring that provision be made for instructing all pupils in the public schools in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics generally upon the human system. Such laws have been enacted in Connecticut, Michigan, Minnesota, New Hampshire and Vermont; and are under consideration in the legislatures of Iowa and New York, and before Congress for the District of Columbia and the Territories.

THIS is a good story for Illinois teachers and lawyers who ask too many foolish questions, and for other people, too, but fortunately or unfortunately all the people do not live in Paradise:

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During a law suit in Peoria, an old man named Adam, living in a little hamlet on the river known as Paradise, was examined by Col. Clark Carr, the attorney of Galesburg, as a witness.

"What is your name?" asked Col. Carr.

"Adam," sir, replied the witness.

"Your name is Adam, is it? Well, where do you live?"

"In Paradise."

"Oh, your name is Adam, and you live in Paradise, do you? How long have you lived there?"

"Ever since the flood!" replied the simple old man, whose words were drowned in roars of laughter, in which the court, jury, lawyers and spectators heartily joined.

Col. Carr does not ask as many needless questions as he used to, it is said.

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WE, the editor and business manager, tender special thanks to those who are sending in splendid lists of subscribers. We shall give the worth of the money invested many times over, but still we are glad to have these oft-repeated and substantial tokens of appreciation of the work this journal has done and is doing to build up a permanent system of schools which insure the prompt and more liberal payment of our teachers in all the States. The circulation of this journal everywhere insures this, as has been proven over and over again.

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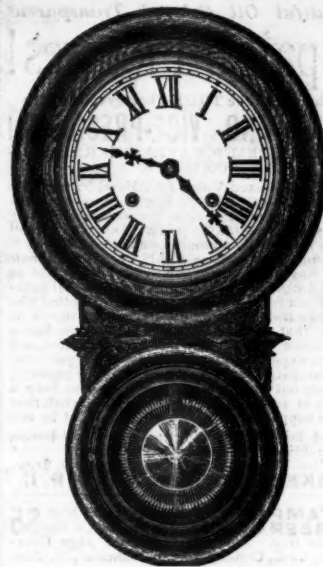
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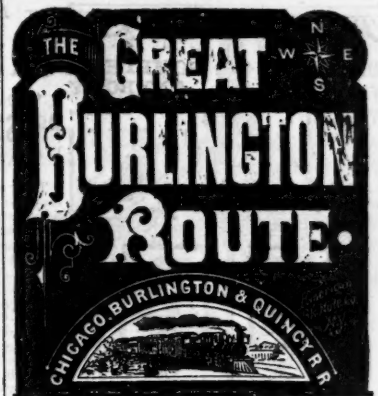
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